

Experienced Teachers' Institute (FY 2010-2011)
Strategies for the Struggling Reader: Diagnostics to Instruction

Lesson Plan Template

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Title: Main Idea	Content area: Reading
Length of lesson: 45minutes	NRS Level (s): Beginning Adult Basic Education
<ul style="list-style-type: none"> • Standard(s) (Taken from the Common Core State Standards Initiative) • 1. RI.3.1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. • 2. RI.3.2. Determine the main idea of a text; recount the key details and explain how they support the main idea. • 3. RF.2.4. Read with sufficient accuracy and fluency to support comprehension. • 4. W.2.8. Recall information from experiences or gather information from provided sources to answer a question. 	

<p>Lesson Objectives</p> <p>Use words like “recall,” “define,” “explain,” “demonstrate,” “predict,” “compare,” “contrast,” “revise.” Refer to Bloom’s taxonomy</p>	<p>At the end of this lesson, students will be able to:</p> <p>Given a text, predict what the passage might be about by drawing on prior knowledge.</p> <p>Given a text, identify the main idea and distinguish between the main idea and a detail.</p> <p>Given a text, summarize or retell information from a text in their own words by writing a paragraph.</p>	
<p>Assessing mastery of the objectives</p>	<p>I will know that the lesson has been effective when my students can answer the following essential questions:</p> <p>What is the main idea of the passage?</p> <p>Who? What? Where? When? and How? As the questions relate to details.</p>	<p>The means of assessment and check for understanding will be:</p> <p>Teacher observation of understanding during questioning, class discussion, and assignments.</p> <p>Complete guided and independent practice finding the main idea.</p> <p>Write a paragraph summarizing a text.</p>

<p>Pre-teaching</p>	<ul style="list-style-type: none"> • How will I introduce the objectives? • How I will make a connection between the content and my students and engage? • How I will draw on prior knowledge? • How will I provide purpose for using the strategy and reading the selected text? 	<p>What does it mean when you are asked to find the main idea?</p> <p>Are you a details person or a person who just wants general information?</p> <p>Getting meaning from what you read is one of the most important things about reading.</p> <p>Today we are going to use prediction to help us understand what we read. We are going to learn about what the main idea of a passage is and how to find it as well as tell the difference between the main idea and a detail.</p> <p>I will explain to you what the main idea is and then we will practice finding the main idea.</p> <p>What does it mean to retell something in your own words?</p> <p>You will write a paragraph summarizing a text. You probably use summarizing skills without even knowing it. Have you ever retold something that someone else told you? You most likely told the main idea and a few important details leaving out details of lesser importance.</p>
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<p style="text-align: center; transform: rotate(-90deg);">Teaching</p>	<p>Instruction/Modeling</p> <ul style="list-style-type: none"> • How I will deliver the information so that students are engaged? • How will I describe the strategy, provide purpose, model it and or provide examples? • How will I introduce and engage students in the text? <p>Guided Practice</p> <ul style="list-style-type: none"> • How I will provide opportunities for students to practice in the classroom so I know they understand? • How will I make sure they are <i>“getting it”</i> during the lesson? <p>We are going to predict what a passage may be about, read the passage, and find the main idea. These activities will activate your thinking and help you become a better reader.</p> <p>Model prediction and finding the main idea: Think aloud</p> <p>Use passage “Bald Eagles”. When I read the title, I think what might the text be about? What does the picture look like? Do I already know something about this? I will write my prediction on the board. Read the passage aloud. What is this passage mainly about? We will do a group summary.</p> <p>The main idea is the most important thing the paragraph says about the topic. The topic is what a paragraph is all about. Most of the time the main idea is stated in the first sentence of the passage, but not always it can be in the middle or the last sentence.</p> <p>Guided Practice: Students will be given practice finding the main idea using a skill sheet. We will do the first together. Then they will complete the activity, and we will go over the answers.</p> <p>Students will be given “Scientists Study Whales” to use for practice. When you have a passage to read, ask yourself questions. Have I seen this before? Have I heard of this before? What do I already know about this? These question help you use prior knowledge or what you already know. Write down your predictions.</p> <p>Check for understanding: Were your predictions correct?</p> <p>You will use writing skills in your life. At some point, you may need to write a letter or communicate in writing on the job.</p> <p>We will look at the passage predict what it will be about. I will read the passage out loud you will follow along silently. Then I will have you to read the passage a second time. We will find the main idea and use it as part of the summary. You will retell the passage in your own words.</p> <p>Check for understanding:</p> <p>Just like when you write an essay for the GED test, it is important to make a good first impression. Follow the checklist for important things that people who grade essays will be looking for that show writing skills.</p> <p>Share your paragraph with the class.</p>
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	<p>Independent Practice</p> <ul style="list-style-type: none"> • How I will help students extend what they learned so they can do it without my help? 	<p>Students will use a reading passage from a newspaper, magazine, or other reading material to find the main idea and summarize in a paragraph. The teacher will provide reading passages if the student does not have materials at home to use.</p>
Post-teaching	<ul style="list-style-type: none"> • How I will check for understanding? • How I will bring closure & provide opportunities for reflection? 	<p>Checklist:</p> <ul style="list-style-type: none"> Indent paragraph Capitalize sentences and important words Punctuation at end of sentence Retell or summarize in own words
Text and Materials	<ul style="list-style-type: none"> • Authentic • Based on students interests and goals 	<p>Passages: “Bald Eagles”, “Scientist Study Whales”, and “Helpful Sea Creatures”</p> <p>All the students are interested in science. Science related which is one of the subjects on the GED Test.</p> <p>Structure of a paragraph</p>
How learning can be extended at home?		<p>Ask students to find the main Idea and summarize a text from reading material at home or use a passage provided by the teacher. Student will complete a summary paragraph using what they learned in class.</p>

Key vocabulary	Predict, main idea, detail, summarize
Use of technology (if appropriate)	Technology will most likely not be used unless students show a particular lack of knowledge of a term or subject in one of the texts used in class. If this occurs, students or the teacher will use the computer to search the internet to clarify the term with an image or further information.